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ABSTRACT

This document, which is intended for high school student services personnel, administrators, and teachers, presents information that can be used to develop an efficient, coordinated, and comprehensive student services system to address the needs of diverse student populations. Chapter 1 contains background information on the following topics: definition of the term "student services"; nature, scope, and objectives of student services at the postsecondary level; and need for and models of student services programs at the secondary level. Described in chapter 2 are the following types of services considered essential to facilitating student success: basic services (counseling, food services, child care, transportation, special accommodations, safety and security, medical/nursing services, social work/social services, psychological services); preenrollment (recruitment/outreach, student assessment, orientation, career awareness/exploration); enrollment (student assessment, academic advising, career awareness/exploration, career planning, tutoring, mentoring; job placement/referral); and postenrollment (job placement, job referral, follow-up/evaluation). The components of a comprehensive student services system are detailed in chapter 3. Chapter 4 presents guidelines for developing a student services team to coordinate service development/delivery. Concluding the document is a summary in which the National Center for Research in Vocational Education's student services model is outlined. Sixty-five references are included. Appended is a sample individualized career plan. (MN)

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National Center for Research in
Vocational Education

University of California, Berkeley

STUDENT SERVICES: ACHIEVING SUCCESS FOR ALL SECONDARY STUDENTS

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EXECUTIVE SUMMARY

High schools today face the challenge of ensuring success for all students. To prepare all high school students for rewarding careers, schools must offer essential student services in addition to sound curricular offerings. An efficient, coordinated, and comprehensive student services system is a key component in enhancing the chances of success for every student. The authors define student services as those services provided by an educational institution to facilitate learning and the purposeful, successful transition of students from school to the world of work and/or further education. This document is designed to provide high school student services personnel, administrators, and teachers with information on student services that they can use in addressing the needs of the nation's increasingly diverse student population. Topics discussed include (1) background information on student services; (2) a discussion of the wide array of student services needed to facilitate student success; (3) general guidelines in building a comprehensive, coordinated student services system; (4) various components of a comprehensive student services system; and (5) the roles of the student services team.

INTRODUCTION

Berkeley High School, Monday morning. The chatter of students talking over assignments and weekend activities fills the air. It is a clear, crisp October day, sunny but not warm. **Amy**, a bright, energetic junior is on her way to the computer lab—but first, she has to stop at the child-care center and drop off her eight-month-old son. The school-run child-care center is for students only. This semester 14 children are enrolled.

Down the street, at Vista Technical Education Center, **Jerry** is waiting for his interview with a representative from the local software company. The center's job placement coordinator collaborates with human resource personnel from area industry and businesses to arrange job opportunities for students who are completing their vocational education program. Jerry feels confident because the Vista Technical Education Center's career guidance and counseling program helps all students transition from school to gainful employment and/or further education.

Comprehensive, coordinated student services enhance opportunities.

Amy and Jerry—like all other students—rely on student services to help enhance the availability and quality of their educational experiences. While many believe that an excellent faculty, improved teaching techniques, and a rich curriculum are the necessary components to improve student outcomes, there is another important area often overlooked by reformers—a comprehensive, coordinated student services system designed to enhance every student's chance for success. The means must be found to help all students in their journey from one educational level to the next and/or from school to rewarding careers and lifelong learning. An efficient and comprehensive student services delivery system will help attain this goal. This document presents information on student services in order to help secondary schools respond to the diverse needs of the nation's growing student population.

The following questions guided the organization of this document: (1) What does the term "student services" mean? (2) What student services models are discussed in the literature? (3) What research has addressed the area of

student services? and (4) What are the services that secondary schools can provide to be more responsive to students' needs?

The National Center for Research in Vocational Education (NCRVE) recognizes the need for and importance of providing comprehensive student services. In January of 1995, the NCRVE expanded its dissemination and training function to include the Office of Student Services. To accomplish this goal, the former Office of Special Populations was reorganized to include a broader focus on student services that facilitate the transition of secondary and postsecondary students from school to work and/or further learning. It is the mission of the Office of Student Services to work nationally to promote the full range of quality programs and services that assist *all* students (secondary and postsecondary) in successfully transitioning from school to work. Under the School-to-Work Opportunities Act of 1994, the term "all students" means that this applies to both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students; students with diverse racial, ethnic, or cultural backgrounds; American Indians; Alaska Natives; Native Hawaiians; students with disabilities; students with limited English proficiency; migrant children; school dropouts; and academically talented students. *While promoting access to and equity of vocational-technical education programs for students who are members of special populations remains an NCRVE priority* (and is a requirement under the 1990 Perkins mandate for NCRVE), the Office of Student Services recognizes the need to improve the broad range of student services that facilitate the school-to-work transition of *all* students.

Student services programs should be an integral part of the educational process.

The NCRVE's Office of Student Services defines student services as those services provided by an educational institution to facilitate learning and the successful transition of students from school to lasting and rewarding careers and lifelong learning. Clearly, high-quality, comprehensive, and coordinated student services programs can make a difference in every student's educational and occupational future. To further this goal, the NCRVE's Office of Student Services works to encourage systems change so that such student services programs—based on the developmental career needs of all students—become an integral part of the educational process.

High schools face the challenge of building a more responsive and comprehensive student services system. It is the purpose of this document to provide secondary student services personnel, school administrators, and teachers the needed information to help them improve their student services program. This document is organized into the following chapters:

Chapter 1

- Background information on student services

Chapter 2

- A description of essential student services to facilitate student success

Chapter 3

- An explanation of various components of a comprehensive student services system

Chapter 4

- A discussion of the roles of the student services team

Chapter 5

- Summary

CHAPTER 1
Background

Future economic opportunities for high school students across the nation, particularly those at risk of failing, have declined as businesses require a more literate and highly skilled workforce. Educators have initiated school reform efforts to resolve this alarming situation by designing and implementing a more rigorous and challenging curriculum, detracking, block scheduling, and other initiatives. Yet, scant attention has been given to the increased need for student services that enhance students' opportunities for learning. Clearly, a coordinated, comprehensive student services program is also needed to enhance *all* students' chances of succeeding.

Terms associated with student services:
- ***student affairs***
- ***student personnel***
- ***student development***
- ***support services***
- ***supplemental services***

Definition of the Term *Student Services*

Student affairs, student personnel, student development, support services, and *supplemental services* are among the various terms that have been associated and used interchangeably with student services. A search of literature shows that these terms are prevalently used in relation to student services personnel of higher educational institutions, particularly four-year colleges and universities (Clement & Rickard, 1992; Delworth, Hanson, & Associates, 1989; Hood & Arceneaux, 1990). Furthermore, the terms *support services* and *supplemental services* are both used in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. In the Perkins Act, support services (while not defined specifically) pertain to services such as counseling, special transportation needs, English-language instruction, mentoring, child care, and special aids for persons with disabilities. Supplemental services is defined in Section 521(38) as ". . . curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and services." In the School-to-Work Opportunities Act and in day-to-day practice, the terms are used interchangeably.

Since the aforementioned terms are mostly used in higher-education settings and in lieu of an acceptable definition in the literature, the NCRVE's Office of Student Services defines student services as those services provided by an educational institution to facilitate learning and the purposeful, successful transition of students from school to work and/or further education.

Postsecondary Level

The literature is rich with information about the history and success of the field of student services in higher educational institutions, particularly four-year colleges and universities. While the focus of this document is on the effective delivery of student services at the secondary level, a lot can be learned from the development of the field at the postsecondary level, as well as the ongoing efforts of colleges and universities to improve their student services.

The growing body of literature and research on postsecondary student services originated from the traditional commitment of American higher education to foster development of students outside the classroom and laboratory (Delworth et al., 1989). It had its roots in Colonial times when the responsibilities now associated with the profession (e.g., counselor, advisor, teacher, tutor, and disciplinarian) were performed by faculty members who frequently did these duties while in residence with students (Rudolf, 1962). Clement and Rickard (1992) report that "as more roles in supportive services evolved, the seeds of a broadly defined student personnel profession were sown" (p. 3). While the 1937 landmark *The Student Personnel Point of View* served as the foundation of the student affairs profession, *A Perspective on Student Affairs* by the National Association of Student Personnel Administrators in 1987 enumerated the major assumptions and beliefs that undergird professional practice and the multiple roles for student services professionals in postsecondary programs (Clement & Rickard, 1992; Hood & Arceneaux, 1990).

Other events influenced the evolution of the student services field in higher education.

Three developments in higher education influenced the evolution of the field of student services (Fenske, 1989). These events—(1) a shift in emphasis from religious to secular concerns, (2) the expansion of institutions in size and complexity, and (3) the shift in faculty focus from student development to academic interests—are relevant in understanding the historical background of the profession. Originally, the religious-oriented institutions included student services that focused on the development of both a student's intellect and character. Faculty members were responsible for students' character development. These institutions later hired new staff to become solely responsible to support and serve students outside the classroom. The increase in size and complexity of institutions is the second

development that changed the function and philosophy of student services. Subsequently, faculty members shifted their focus from student development to academic concerns. These events increased the hiring of professionals designated to serve students' needs (Delworth et al., 1989; Hood & Arceneaux, 1990).

Student services professionals must understand the continuum of problems and appropriate responses.

Services provided by postsecondary schools address student needs that range from typical, developmental needs common to many students at a particular age—like the inability to determine a career choice—to atypical, severe problems such as clinical depression. Student services professionals in colleges and universities, through meetings with students or through referrals from others who know the student, respond to each case by understanding the continuum of problems and correct responses.

Figure 1 presents a model for conceptualizing students' concerns that postsecondary student services personnel continue to use. The model, which was developed by Ender and Winston (1982, cited in Delworth et al., 1989), shows that students' concerns can be organized on a continuum, with developmental concerns on one end and remedial concerns on the other end. After a thorough investigation of the students' concern(s), appropriate interventions are considered, and a plan of action is devised. The model summarizes actions that may be initiated, depending upon the assessed nature of the students' concerns (see Figure 2). While these models are used mostly by higher-education student services professionals, high school student services staff and counselors can apply these strategies when responding to the needs of all students.

Secondary Level

At the secondary level, programs, services, and activities for students are usually linked to how school administrators can effectively improve school life for students. The literature review failed to uncover a single listing of all student services one might expect to find in a secondary institution. In addition, the literature search revealed no comprehensive student services system to effectively and efficiently deliver essential services to all students. While the literature is replete with information about student services, most references center on models for delivering services to students enrolled in special education, services for students considered to be at risk, or models

Figure 1

Conceptualizing Students' Concerns:
Range of Students' Concerns

Developmental Concerns	Unclear Concerns	Remedial Concerns
Characteristics or Cues	**Characteristics or Cues**	**Characteristics or Cues**
• Behavior or issues are predicted by developmental theory as appropriate to age, stage, or level.	• Problem appears to be a mixture of developmental and remedial concerns.	• Behavior is not consistent with developmental theory's projections for student of that stage, age, or educational level.
• Concern is directly or indirectly related to present environment.	• Student is unable to identify the source of the problem or concern, which may be expressed as general dissatisfaction with life or the institution.	• Student is dysfunctional in meeting daily responsibilities.
• Problem is interpersonal or skill/knowledge-oriented.	• Presenting problem is not congruent with level or intensity of emotion expressed or with nonverbal behavior.	• Problem is centered in part or basically unrelated to present environment or current experiences.
• Student is basically coping with the situation, though not to his or her satisfaction.	• Student is unable to formulate realistic, coherent plans of action.	• Concern is intrapersonal.
• Student is able and willing to initiate action.	• Student shows lack of motivation to address problems.	• Persistent pattern of self-defeating or self-destructive behavior is evident.
	• Student blames others excessively	• Student indicates intention to do harm to self or others.
	• Student pours out confused or rambling monologue.	• Student reports chronic depression, anxiety, physical illness, pain, or discomfort, or has experienced trauma.
		• Student has a highly unrealistic self-image or self-assessment.

Source: Adapted from Ender and Winston, 1982, as cited in Delworth et al., 1989.

Figure 2

Conceptualizing Advising and Counseling Activities:
Range of Advising and Counseling Interventions

If Concern Is Developmental	If Nature of Concern Is Unclear	If Concern Is Remedial
◄———	- - - - - - - - - - - -	———►
• Assist in self-exploration. • Explore alternatives. • Assist in identifying desired goal. • Assist in devising a plan of action to accomplish goals. • Identify resources and services. • Provide information. • Teach specific strategies or techniques. • Refer to established program especially designed to address issue. • Provide encouragement, reassurance, and support. • Provide positive feedback.	• Act as a sounding board by facilitating exploration of the concern. • Respond to student in ways that communicate empathy, respect, genuineness, and concern. • Encourage active problem solving. • Confront student about incongruence between behavior or talk and actions. • Decide whether concerns are basically developmental or remedial in nature and proceed appropriately.	• Show concern and willingness to listen. • Explore alternatives for addressing concern. • Describe available resources for dealing with concern. • Offer information and assistance in initiating contact with appropriate referral source. • Offer encouragement and support. • If there appears to be danger to self or others, take extraordinary measures to assure that the student receives assistance from appropriate professionals.

Source: Adapted from Ender and Winston, 1982, as cited in Delworth et al., 1989.

for career development and guidance and counseling services. Such individual services for students are often the focus of studies and reform initiatives at the middle and high school levels.

It is also important to note what services local districts or states provide to effectively address secondary students' needs. The Tennessee State Department of Education has developed guidelines to assist local districts in implementing a comprehensive student services system at the high school level. (See Chapter 4 for details.)

Career development research is helpful in implementing a comprehensive student services system.

Career Development/Education

Assisting students in their career development is one of the services schools must provide. While there is a dearth of research on comprehensive student services systems, there is an abundance of research on career development (Gysbers & Henderson, 1994; Herr, 1992; Hoyt & Shylo, 1987; Lester, 1992; Maddy-Bernstein, 1994; McDaniels & Gysbers, 1992; National Occupational Information Coordinating Committee [NOICC], 1994; Super, 1990). This research is helpful in developing and implementing a comprehensive system for student services. The terms *career development*, *career guidance*, and *career education* are often used interchangeably. However, there are critical differences among them (U.S. Department of Labor, Employment and Training Administration, 1993, cited in NOICC, 1994, 1995). It is generally accepted that *career development* is a lifelong process that incorporates general education, occupational training, and work, as well as one's social and leisure life. *Career education* is the process designed to assist in their career development. *Career guidance* is one component of a career education program (Maddy-Bernstein, 1994). However, career development is the more inclusive term. Hoyt (1987) in a discussion of career education for career development, suggests that less attention be given to terminology, and more should be given to the effectiveness of implementation efforts. He adds that "it is the goal—making the counselor a member of a community-wide career education team—that is important, not whether the effort is labeled 'career guidance' or 'career education'" (p. 20).

An understanding of career theories, concepts, practices, and resources (Gysbers & Henderson, 1994; McDaniels, 1982; McDaniels & Gysbers,

1992) can help student services professionals in responding to the needs of all students. Gysbers and Henderson (1994) explain the human growth and development perspective of career development, which is referred to as life-career development by Gysbers and Moore (1975, 1981). Gysbers and Moore define *life-career development* as self-development over the life span through the interaction and integration of the roles, settings, and events of a person's life. The word *life* in the expression *career-life development* focuses on the total person. The word *career* relates to the many and often varied roles of individuals (student, worker, consumer, citizen, parent); the settings in which individuals find themselves (home, school, community); and the events (planned and unplanned) that occur in their lifetimes (entry job, marriage, divorce, retirement). The word *development* indicates that individuals are always in the process of becoming. The term *life-career development* brings these separate meanings together, but, at the same time, a greater meaning evolves. The expression *life-career development* describes people with a diversity of lifestyles (Gysbers & Henderson, 1994; Gysbers & Moore, 1975, 1981; McDaniels & Gysbers, 1992). In short, the focus of these career development authorities is on career development over the life span. Career development research is an important facet that high schools can adapt as they strive to offer students a wide array of opportunities and support to help them successfully transition from school to work and/or further learning.

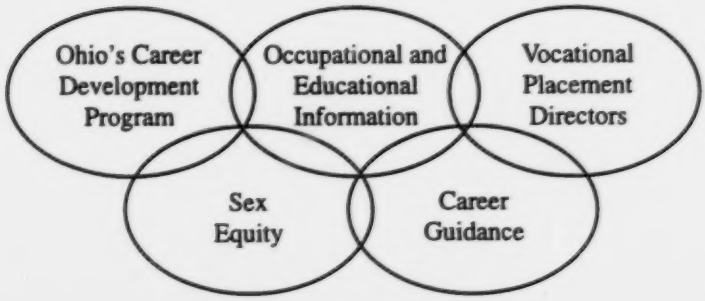
The two major delivery systems in the schools for career development—the instruction program and the guidance program—that were identified by Gysbers and Henderson (1994) can serve as a schema in designing comprehensive student services systems. Each delivery system focuses on specific student competencies, but at the same time there are areas that may overlap.

Ohio's Career Development Program was envisioned to be a part of a larger student services model.

Shylo (1987) outlines a nine-step implementation strategy that was used in making Ohio's Career Development Program (OCDP) a successful program model. Although the future of OCDP was uncertain in the late 1970s, Ohio's career education leaders, with Shylo as the state supervisor, persisted in continuing career education in Ohio. Shylo envisioned OCDP to be a part of a larger student services model. In addition to the OCDP, the student services model includes the following components: sex equity efforts,

occupational and educational information, career guidance, and vocational placement. The student services model supports the concept of having these different components operating cooperatively and sharing responsibilities for services for youth (see Figure 3).

Figure 3
Ohio's Student Services Model



Source: Hoyt and Shylo, 1987.

Adopt successful career guidance and counseling strategies in addressing the needs of the nation's diverse student population.

Valuable information can also be gleaned from successful career guidance and counseling interventions and strategies when developing a system for delivering essential student services. The following are approaches that can be adopted (Walz & Ellis, 1992):

- *Teacher Advisor Program* (TAP) by Myrick and Myrick (1992)
- *Comprehensive Guidance Program Model* (CGPM) by Gysbers (1992)
- *Invitational Learning for Counseling and Development* (ILCD) by Purkey and Schmidt (1992)

Each approach has a solid conceptual foundation and has demonstrated its use in widely diverse school settings. The TAP features how a team of professionals can serve a large number of students in a school. Teamwork is paramount in building a coordinated, comprehensive student services system. The CGPM by Gysbers (1992) redefines and highlights the counselor's role as one of performing vital duties within a guidance curriculum that is integrated into the educational mainstream of the school. This model can be used in facilitating systems change that can make student services an integral part of the educational process. The ILCD can assist school faculty in assessing their values and adopting behaviors that lead to a more inviting school. Since there might likely be resistance to the idea of

integrated student services, schools can adapt the ILCD when instituting change.

Special education service delivery system is a blueprint of organized activities for educating students with disabilities.

Special Education Programs

Special education delivery system processes can be used in conceptualizing and operating a comprehensive student services system. Sarkees-Wircenski and Scott (1995) define special education as specially designed instruction at no cost to the parent, to meet the unique needs of eligible students with disabilities. Special education service delivery systems vary from school to school, from school district to school district, and from person to person (Freeman & Gray, 1989; Lathen, 1983; Sarkees-Wircenski & Scott, 1995). The delivery system should provide a blueprint which describes and sequences prescribed actions constructed to deliver specially designed instruction to students with disabilities (Lathen, 1983). Additionally, legislation has been passed to ensure the educational rights of individuals from special populations.

Special education has made a difference in the education and lives of students with disabilities. High school student services personnel can draw on the adaptable and long-established attributes of special education programs. According to Lathen (1983), the sources and types of services delivered by the special education service delivery system include the following:

- Administrative and supervisory services
- Evaluation and assessment services
- Planning and placement services
- Instructional and instructional support services
- Parent-related services
- Community-based special education service related agencies (p. 51)

These services are delivered through processes that are designed to

- identify students for special education referral.
- refer the student for special education assessment.
- evaluate suspected exceptional education needs.
- plan individual education programs (IEP).
- make placement decisions.
- implement and evaluate instruction.

School-based support services can be grouped into direct and indirect support services.

School-based support services that are made available to students from special populations can be grouped into two categories—direct support services and indirect support services (Sarkees-Wircenski & Scott, 1995).

Direct support services refer to working directly with students in the following ways:

- In the vocational and applied technology education classroom
- In the vocational and applied technology education laboratories
- In a resource classroom, by providing parallel instruction based on the vocational and applied technology education curriculum
- By teaching concepts
- By redesigning handouts
- By outlining chapter questions
- By highlighting and color-coding texts
- By assisting with the completion of daily assignments
- By checking weekly assignments
- By motivating students in the class
- By providing study sheets
- By reading tests to the students
- By giving further explanations or demonstrations of what has been taught (p. 584)

Indirect support extends beyond directly instructing students. The following are indirect services that support personnel can provide to vocational and applied technology education instructors (Wisconsin Department of Public Instruction, 1993, cited in Sarkees-Wircenski & Scott 1995). Support personnel can

- suggest methods that may help ensure success for students using competency-based curricula, motivational techniques, adapted instructional strategies, teaching techniques, and evaluation methods.
- help plan lessons and activities.
- help with instruction.
- develop class review sheets that reinforce the instructor's lessons.
- write tests.
- proctor tests.
- operate audiovisual equipment.

- take students on field trips to reinforce a lesson they may have had in class. (p. 584)

Special education programs and practices can provide relevant information in enhancing student achievement by making essential student services available to all. There is also a clear connection between the processes involved in developing special education and student services delivery systems.

Programs for at-risk students are designed to encourage students to remain in and complete school.

Programs and Services for At-Risk Students

Support services are crucial in making programs for at-risk students (e.g., dropout prevention programs) work. Keeping students in school is one of the challenges that educators face today. Statistics show that a huge proportion of our high school students are unable to complete high school or choose to drop out (National Center on Education and the Economy, 1990). The National Forum on Youth at Risk reports that "as many as 30% of the nation's youth are thought to be 'at risk' in some way—at risk of failing to get the education and skills they need to become productive adults, adults who will be personally happy and successful and who will contribute to the nation's future" (Education Commission of the States, 1988, p. 1). Brodinsky and Keough (1989) report that at-risk students include those who are

- not learning to read or compute
- learning to hate school
- dropping out of school
- becoming hooked on drugs
- drifting into crime
- becoming sexually active too soon
- getting pregnant
- becoming despondent and suicidal
- failing to acquire skills needed for employment
- failing to acquire the understanding needed for citizenship
- accepting failure as a way of life
- failing to acquire habits of work
- drifting into and remaining in poverty
- becoming dependent on welfare throughout life
- placing their own children in future cycles of risk (p. 7)

Forces that place students at risk include those that (1) stem from society (e.g., poverty, hardships that come with minority status, weakening of home influence); (2) originate with the school and educational programs (e.g., the troubled curriculum, unsuitable standards for large numbers of students); and (3) come from within the student (e.g., emotional factors that lower self-esteem). Several programs, projects, and approaches have been carried out to address this critical issue.

The following program components are essential in student retention and workforce preparation:

- ***remediation***
- ***world-of-work experience***
- ***supportive services***
- ***personnel development***

Programs for at-risk students that work have been documented across the nation (Brodinsky & Keough, 1989; Council of Chief State School Offices, 1987; Duckenfield & Swanson, 1992; Education Commission of the States, 1988; Orr, 1987a, 1987b). To sustain high school students throughout a program, most of these programs provide incentives or rewards for short-term accomplishments such as good attendance and academic improvement. Components of these programs that have proven vital in retaining students in a program and preparing them for entry in the workforce include remediation, world-of-work exposure, supportive services, and personal development. A review of these programs for at-risk students reveal several aspects that can be adapted by student services personnel in helping high school students become successful in school and in life.

Comprehensive student services systems can increase the success of all students.

The need to relate education and work more effectively cannot be overemphasized. It is evident that all our youth need much assistance to become competitive in today's and tomorrow's world market. To keep pace with rapidly changing technology and other workplace demands, educators, businesses, parents, and the community have to collaborate to provide all students with a high-quality American education and training system that includes the delivery of essential student services. The NCRVE's Office of Student Services recognizes the need for a comprehensive student services system to enhance the success of all high school students.

CHAPTER 2

Essential Services To Facilitate Student Success

The NCRVE's Office of Student Services defines student services as those services provided by an educational institution to facilitate learning and the smooth transition of students from school to work, military, and/or further education. To be effective, services must be

- drawn from all the resources of the school and community.
- available to all students, including those
  - enrolled in college-preparatory programs.
  - enrolled in vocational-technical programs (who may or may not be collegebound).
  - who are members of special populations.
- provided on an individual basis as needed.
- coordinated to ensure all students receive the necessary services.

Services should match students' school-life stages.

Components

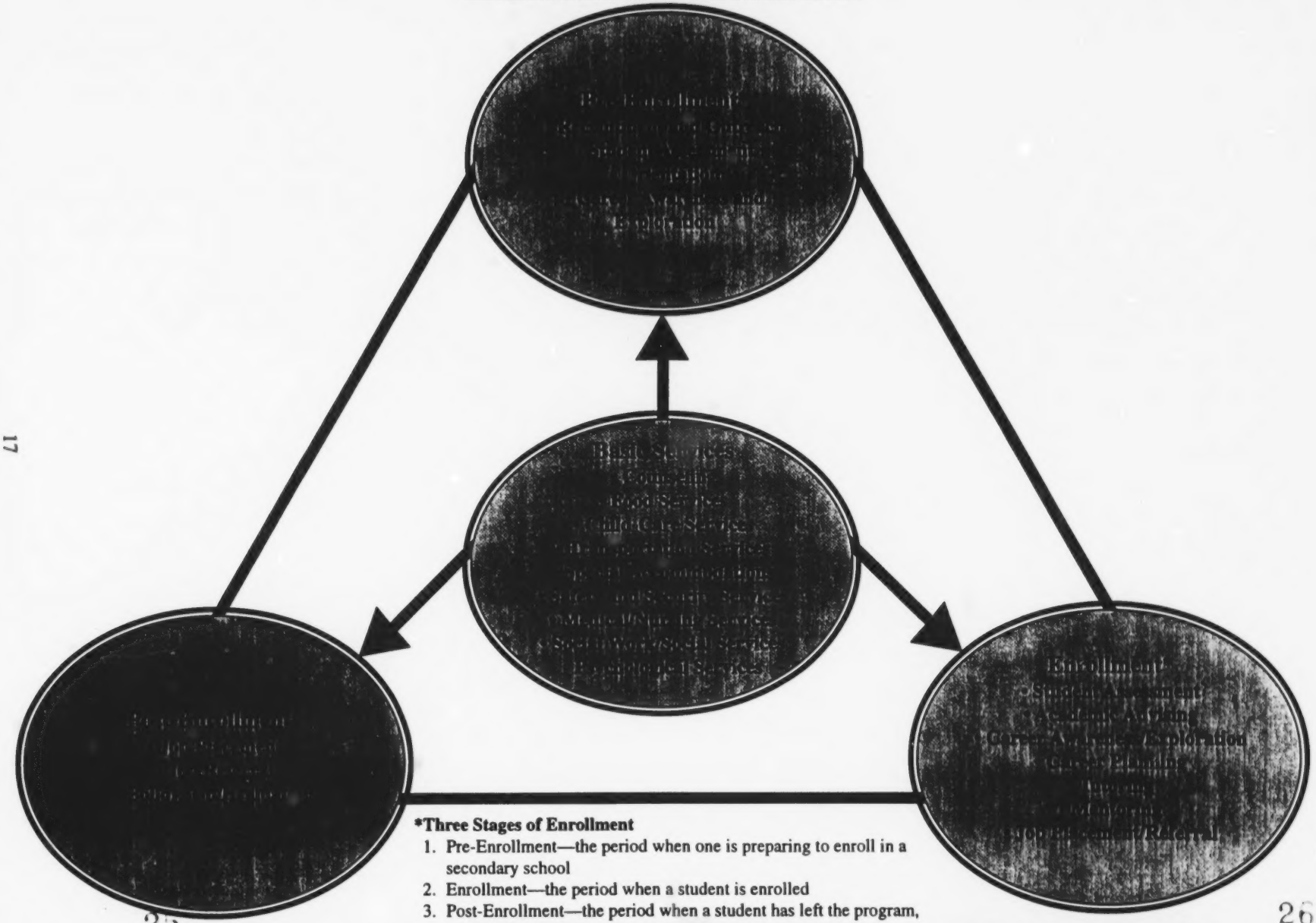
Figure 4 describes the essential services that can enhance student success. The Office of Student Services personnel have selected three stages of attendance during which students may need these core services:

1. Pre-Enrollment—the period when one is preparing to enroll in a secondary school
2. Enrollment—the period when the student is enrolled
3. Post-Enrollment—the period when the student has left the program, whether he or she has advanced to the next level or withdrawn

Figure 4 describes the services students may require during different stages of their school life. The principle undergirding the framework is that schools must assist *all* students in realizing their educational and career goals. Students need some services during all three levels and others at different stages of enrollment. Of course, each student's needs will be unique. Some of these services, such as counseling, food services, transportation services, safety and security services, and medical/nursing services, are often taken

Chapter 2 is an adaptation of the Office of Student Services' BRIEF circulated in November, 1995.

Figure 4
Essential Services To Facilitate Student Success



***Three Stages of Enrollment**

1. Pre-Enrollment—the period when one is preparing to enroll in a secondary school
2. Enrollment—the period when a student is enrolled
3. Post-Enrollment—the period when a student has left the program, whether he or she has advanced to the next level or withdrawn

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for granted by students and parents. Other basic or fundamental services include child-care assistance, psychological services, social work/social services, and special accommodations.

Provide basic services and assistance during different stages of school life:
- *Pre-Enrollment*
- *Enrollment*
- *Post-Enrollment*

The services listed in Figure 4 consist of assistance delivered during different stages of the student's school life: pre-enrollment, enrollment, and post-enrollment services. During the pre-enrollment stage, students need certain services to facilitate their movement to the next level (e.g., middle to high school, high school to college, education to work). Activities and programs at this stage are designed to help students be familiar with and adjust to another level of school life or, ultimately, to work. Orientation to their new school is very helpful. Appropriate assessment should take place, as well as career awareness and exploration activities. Students will benefit from career/educational counseling prior to entering a high school program.

During enrollment, most students will continue to need educational/career counseling, including career exploration and awareness, career/transition planning (including financial aid), and additional assessment. Some students will need tutoring, most will benefit from a mentor, and almost all can use academic advisement. Job-referral and job-placement services help ensure a student's smooth transition from school to gainful employment.

While early school leavers and graduates traditionally have minor contact with the former institution, many of them would still profit from job referral, job placement, and counseling. There seems to be a growing trend for former students in the post-enrollment stage to return frequently to their previous school to serve on advisory councils, to act as mentors to current students, to offer jobs to students, and to provide other assistance.

Guidelines for Delivering Student Services

While there is probably no single "best" approach to providing essential student services effectively, the following are some general guidelines that schools can use in building a student services system:

Maximize resources.

- Use all available resources, including those in the school, the total system, and the community. Parents, students, business and industry representatives, school administrators, faculty, counselors, and all school

staff, as well as community service providers must work cooperatively and collaboratively.

Conduct needs assessment.

- Assess the needs of every student to determine the necessary services. Assessment is imperative in determining how to best serve and avoid duplication of programs and services.

Build a comprehensive management system.

- Implement a comprehensive management system to ensure that all students are receiving needed services.

Adopt the developmental approach.

- Use the developmental approach. Through this approach, each individual, while in the process of progressing through some common growth stages, is still recognized as unique.

Involve everyone in the change process.

- Involve administrators, parents, teachers, and other school staff members in the change process. High schools can combat potential resistance to the concept of building a comprehensive student services system by gaining the support and collaboration of those working with students.

Hold ongoing professional development activities.

- Design and conduct staff development activities that will prepare the school and the community for the work ahead. Workshops or seminars can focus on the following topics: how the new system works, curriculum integration, team building, time management, and others.

Keep communication lines open.

- Keep the communication lines open among all key players. This will help break down the traditional barriers between levels of education and between student services personnel and other school staff.

Resolve conflicting issues.

- Resolve issues that can impede the implementation of an inclusive student services system (e.g., coordinating several services, providing time for personnel to work together, and funding).

Evaluate and do follow-up.

- Conduct ongoing evaluation and follow-up for program improvement and to determine student services.

Form a student services team.

- Organize a student services team (SST). As a team, student services personnel can effectively provide the necessary student services.

CHAPTER 3

Components of a Comprehensive Student Services System

To prepare students for successful careers, schools have to offer a wide array of opportunities and support, including essential services. Students have to have access to services that maximize their learning strengths. This section contains a discussion of the various components of a comprehensive student services system. (See Figure 4.)

Basic Services

Counseling services:
- ***Help people prevent disabling events***
- ***Focus on an individual's overall development***
- ***Remedy existing concerns***

Counseling Services

A comprehensive, developmental guidance and counseling program can assist all students in their journey through school, college, and in preparation for the future. The National Occupational Information Coordinating Committee's (NOICC) *National Career Developmental Guidelines* (1989) lists outreach, counseling, assessment, instruction, career information, work experience, consultation, referral, and placement and follow-up as *processes* of a career guidance and counseling program. NOICC defines counseling as primarily the communication that occurs between counseling professionals and students concerning issues of preferences, competency, achievement, self-esteem, and the array of factors that facilitate or inhibit personal planning. Herr and Cramer (1992) posit that counseling practices and strategies can (1) be used as a treatment response to problems already present and (2) stimulate students to develop and acquire knowledge, skills, and competencies necessary to become more effective in life. Additionally, building on the work of Gysbers and Moore in 1987, McDaniels and Gysbers (1992) offer a counseling framework describing the following stages and sub-stages of the counseling process:

- Goal or Problem Identification, Clarification, and Specification
  - Opening
  - Gathering Client Information
  - Testing
  - Understanding Client Information and Behavior
  - Drawing Conclusions or Making Diagnoses
- Client Goal or Problem Resolution
  - Taking Action

- Developing Individual Career Plans
- Evaluating the Results and Closing the Relationship

In addition, counseling can refer "to a wide selection of services and activities that are chosen to help people prevent disabling events, focus on their overall development, and remedy existing concerns" (Schmidt, 1993, p. 33). Definitions given by counseling authorities are founded on the perspective that they have on the process, as well as on their work and relationship with their "clients." Counseling activities or services include individual and small group relationships in which counselors help students, parents, or teachers focus on specific concerns; make plans to address the issues; and act upon these plans. Academic areas, personal adjustment, career decisions, and a host of other topics are issues addressed through the counseling services. Herr (1992) stresses that counseling involves helping students understand how the various parts of their lives are interrelated.

While it is expected and required of school counselors to be proficient and competent in counseling, other student services professionals should possess *some guidance and counseling skills and knowledge* to be more efficient and effective in their field (see Chapter 4 for a discussion of the members of an SST). For example, all service providers should be good listeners, should understand the career and personal developmental phases of their students, and should assist them in planning for the future. Additionally, effective and facilitative interpersonal skills are essential when relating with students.

Efficient food service programs can attract students and school staff.

Food Services

The school cafeteria is often the center of much student socialization, health maintenance, communication, and development of discipline. It may also be the only source of good nutrition for students. The number of students, faculty, and other school staff affect the delivery and efficiency of the food service program. To increase participation of students and school personnel, the following activities are recommended (DeRoche & Kaiser, 1980):

- Ensure food quality.
- Provide greater variety of choices each day.
- Offer second servings.

- Provide sufficient seating capacity in the cafeteria.
- Post menus in advance.
- Schedule serving times for different groups systematically.
- Anticipate traffic flow.
- Invite faculty to eat with students in the same room or share tables with students.

Child-care services must be provided to students with parental responsibilities.

Child-Care Assistance

The numbers of teenage mothers, displaced homemakers, and single parents who are in school or plan to return to school continue to grow. Unfortunately, the majority of these groups of students do not have parents, grandparents, siblings, or other relatives who can take care of their young children. This usually leads to an increase in dropout incidence or futile recruitment efforts. Schools that are sensitive to this legitimate concern of these students provide or subsidize child-care services (Phillips, 1994). Such schools are often successful in recruiting, as well as retaining, students with parental responsibilities in school. Additionally, Orr (1987a) contends that by providing child-care assistance and other support services, schools can be effective in helping students cope with their competing responsibilities (i.e., as a parent and as a student) and in providing a way for them to complete high school.

Baglin (1994) points out that child care can include regulated child-care arrangements, play groups, drop-in centers, babysitters, relative care, or any arrangement that provides supervision for children consistent with legal and safety requirements. "Some children may receive multiple forms of care in one day, including combinations of child care, preschool, kindergarten, Head Start, special education, or other early childhood programs" (p. 1). School child-care providers must be cognizant of regulatory requirements in their state and ensure that every staff member complies with regulations affecting child, family, and staff health. Most states have regulations for the following health practices (Morgan, Stevenson, Feine, & Stephens, 1986, as cited in Taylor & Taylor, 1994):

- hand washing
- employee health examinations
- use of personal toilet articles

- medical recordkeeping
- health-related admission procedures
- isolation of ill children
- return to care after illness
- notification of parents concerning outbreaks of communicable diseases
- reportable diseases
- adult to child ratios
- group size

Schools must also provide transportation services to
- ***students with disabilities.***
- ***students from adjacent localities.***
- ***teenage mothers.***
- ***on-the-job training students.***

Transportation Services

A large percentage of students in our schools are transported by bus. Students with disabilities and those from adjacent localities often require transportation assistance. Transportation services are also necessary for on-the-job training students. There are also high schools that "help transport teenage mothers to and from school, recognizing the difficulty young mothers have in getting themselves and their children ready for school, especially on cold winter days" (Orr, 1987a, p. 74).

School bus procedures are influenced by the following three factors: (1) state laws and regulations governing school bus transportation, (2) the school district's policies and procedures established by the school board or governing board, and (3) the kind of bus operation a district or school has. The following suggestions can guide schools in improving transportation procedures (DeRoche & Kaiser, 1980):

- Ensure the safety of the students transported to school.
- Provide supervision of loading and unloading buses.
- Ensure that students and parents know the bus rules and proper behavior.
- Provide adequate service to students with special needs.
- Help bus drivers to see themselves as an extension of the school's programs and personnel.
- Promote inservice training of school bus drivers.
- Require recording and reporting of all accidents.
- Provide for a quick and satisfactory solution to problems relating to bus services.

- Require teachers to include bus safety as part of the school's safety education program.
- Provide specific directions to teachers for requesting bus transportation for special school events—for example, field trips, athletics, and other activities.
- Ensure that the carrier cares for and maintains the equipment regularly.
- Inform parents and students of the bus routes and stops.
- Require an evaluation of bus services each year.

Provide special accommodations to ensure student success.

Special Accommodations

Teachers and other school personnel need to be sensitive and responsive to all secondary students' needs, including students from special populations. While students who are not members of special populations may need some additional assistance to ensure their success, students with special needs require special accommodations to facilitate their learning. Under the 1990 Carl D. Perkins Vocational and Applied Technology, the groups of students that need such accommodations include

- individuals who are educationally or economically disadvantaged.
- those with disabilities.
- students with limited English proficiency.
- individuals who participate in programs designed to eliminate sex bias.
- those in correctional institutions.

Other legislation (e.g., Individuals with Disabilities Act, Rehabilitation Act of 1973) also address the needs of students who are entitled to school services. Gallagher (1992) stresses that the educational, social, and emotional needs of a student, the type of disabilities, and their degrees of severity should determine the design and delivery of educational programs and services. Schools need to make special accommodations or modifications for students with identified needs to ensure equal opportunity and access to education. Under Section 118(c)(3) of the Perkins Act, the following supplementary services must be provided to students who are members of special populations:

- curriculum modifications
- equipment modifications

- classroom modifications
- supportive personnel
- instructional aids and devices

Sarkees-Wircenski and Scott (1995) identify some specific educational services to help students attain their educational goals. Some of these services include supplementary personnel (e.g., psychologist, interpreter, speech therapist, teacher aide/tutor), special equipment, devices, materials (e.g., prosthetics, equipment modification, special equipment), and services from outside agencies (e.g., vocational rehabilitation services, employment service, Job Training Partnership Act programs).

Education Goal 6: "By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning."

Safety and Security Services

Schools across the nation, particularly in inner cities, face the problems of vandalism, violence, and gangs. Studies reveal the following profile (Goal 6 Work Group, Office of Educational Research and Improvement [OERI], U.S. Department of Education, 1993, p. 3):

- 70% of public school students and 52% of private school students aged 12 through 19 reported in 1989 that drugs are available at their school
- nearly 13% of 8th graders, 23% of 10th graders, and 30% of 12th graders had five or more drinks in a row in a two-week period during the 1990-1991 school year
- at least 71 persons were killed with guns at schools in the period 1986-1990
- nationwide, 44% of teachers reported in 1991 that student misbehavior interfered substantially with their teaching

These problems can be prevented or reduced by improving student welfare, safety, security, and discipline. A committee in collaboration with school administrators, faculty and staff, students, and the community can help create and maintain a school environment that is safe, conducive to learning, and rewarding to all. Efforts should focus on accomplishing the sixth National Education goal that states: "By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning" (Goal 6 Work Group, OERI, U.S. Department of Education, 1993, p. 3). In addition, the following goals can guide schools

in designing programs or activities that promote safe, disciplined, and drug-free schools:

- Improve the safety and welfare of all who attend the school.
- Reduce acts of vandalism to school building and grounds.
- Reduce thefts of school and personal property.
- Reduce physical assaults on students, teachers, and staff.
- Reduce major interference with instruction.
- Improve school discipline and student behavior.
- Improve student attitudes and interest in school and learning. (DeRoche & Kaiser, 1980, p. 158)

Solicit input from the school physician and nurse to develop a health-services program.

Medical/Nursing Services

A school health program is a necessity in any educational institution. Orr (1987a) identified programs that were working to remove barriers to staying in school, including the Adolescent Primary Health Care Clinic in Houston, Texas. This school-based care clinic makes health services (e.g., medical screenings; sports physicals; family planning; treatment of minor illnesses; and prenatal, postpartum, and pediatric care) available to 10,000 students enrolled in eight junior and senior high schools in Houston's Fifth Ward. DeRoche and Kaiser (1980) explain that negligence in the proper supervision of the school's health services program may result in

- serious injury to a child.
- impairment of a child's educability for many years.
- a complaint or lawsuit from a child's parents.
- the spread of disease throughout the school and community. (p. 118)

The school physician and nurse are the key professionals in delivering medical and nursing services. They coordinate the planning for the following school health services for students, as well as for faculty (DeRoche & Kaiser, 1980):

- appraising the current health of every person in the school
- remediating deficiencies
- assisting in the identification of specific disabilities in students
- assisting in the education of students with disabilities
- providing emergency service for individual injury and individual illness

- preventing and controlling disease
- disseminating health-service information to students, teachers, administrators, support staff, and interested community members and agencies

The specific responsibilities of the school physician and nurse are the following:

- *Physician* – The school physician, though not a full-time school employee, is the chief diagnostician responsible for medical examinations of students and employees. He or she supervises immunization programs and works with the school health team on policy development covering emergency care, first aid, recommendations for student physical education, recommendations to dietitians, safety, drugs, alcoholism, and pregnancy.

- *School Nurse* – The school nurse is usually the first professional medical resource available to students and staff. Due to budget cuts during the 1980s, today only about 15% of schools employ full-time nurses (Dryfoos, 1994). Services provided by the nurse are often the only health care many students receive. "School nursing functions are limited by state laws (different in every state) to providing hearing, vision, and scoliosis screening; checking attendance; and keeping immunization and other health records" (Dryfoos, 1994, pp. 47-48). In most cases, school nurses are not allowed to distribute prescription drugs, and in a few instances they are not even allowed to distribute aspirin or other analgesics.

Many students need social services, particularly displaced homemakers, single parents, and/or pregnant mothers.

Social Work/Social Services

The main personnel responsible for providing social services in schools is the social worker. The school social worker, like other student services professionals, is concerned with improving the general welfare of students. However, Dryfoos (1994) reports that only a small number of schools employ social workers: "Although their training facilitates more direct intervention into the lives of students and their families, their time must be divided attending to disabled children and working with parents, teachers, community agencies, and deeply troubled students" (p. 52). School social

workers often deal with categorical issues such as substance abuse, teen pregnancy, and even school failure.

Secondary students who are displaced homemakers, single parents, and/or pregnant mothers need other social services besides educational assistance to enable them to stay and complete school, develop good parenting skills, and achieve economic self-sufficiency. Often these students are in dire need of additional assistance for food, transportation, jobs, and other forms of basic support. Social services that educational institutions can provide include the following (Firestone & Drews, 1987):

- counseling on pregnancy, parenting, and other personal problems
- referrals to clinics or other government and private service providers (e.g., Department of Social Services [DSS], Aid to Families with Dependent Children [AFDC] agencies)
- parenting and health education, including pregnancy, nutrition, childbirth, and family planning
- health-care coordination, including referrals for physical examinations, prenatal and postnatal care, welfare programs, and drug and alcohol programs
- subsidized mental and emotional counseling

Psychological services must be available to students, particularly to those who are seriously disturbed.

Psychological Services

School psychologists are important members of the SST. Basically, they focus on the psychological aspects of student development and keep abreast of new developments in psychology relevant to their therapeutic interactions with students. They are more likely "to receive referrals or to consult about seriously disturbed students, and more likely to be considered the mental health experts on campus than [are] other student affairs professionals" (Forrest, 1989). The following are some of their responsibilities (DeRoche & Kaiser, 1980):

- screening students who have been recommended by teachers for psychological services
- evaluating referred students by examining their current behavior, readiness for school, difficulties in adjusting to school, mental and emotional maturity, academic achievement, and personal and social adjustment

- identifying and evaluating exceptional learners
- assisting the school staff and parents regarding the services available from the school psychologist's office
- assisting the staff and parents in interpreting the results of standardized tests and other learner assessment data
- assisting the staff and parents in placing the learner in an appropriate school program or receiving the treatment needed
- consulting with the staff and parents regarding the appropriate instructional and/or remedial programs for learners who have been diagnosed and studied
- counseling the staff, parents, and the student regarding their problems and concerns during the treatment
- consulting with the staff and/or individual teachers regarding instructional procedures, teaching techniques, and learner activities that may be more appropriate for a particular student
- referring students and parents to appropriate community resources
- initiating and implementing follow-up studies and procedures for students who have been referred and treated

In addition, according to Kaufman (1994), the school psychologist's role in writing recommendations in a case report is not to be the teacher, but to

- communicate what was discovered about the referred child's strengths and weaknesses.
- explain how the teacher can best impart new information to the child.
- be aware of available curricular materials and be up-to-date on new materials (e.g., by browsing through exhibition halls at pertinent conventions), but recognize that it is the teacher's job to select the actual teaching materials once he or she understands the explanations of the child's functioning and needs.
- explain to the teacher basic principles of educational psychology and learning, if necessary, and not take for granted that he or she routinely applies basic principles that are axiomatic to the psychologist. (p. 327)

Pre-Enrollment

These services are provided to increase students' and parents' awareness of educational opportunities and programs. Students who are about to begin

their journey as high school students need assistance in selecting appropriate programs and coursework that are based on their interests, aptitudes, learning styles, and preferences. The following are descriptions of services at the pre-enrollment stage.

Increase student recruitment in the following ways:
- *good public relations*
- *community outreach*
- *follow-up*
- *various forms of media*
- *personal contact*

Recruitment and Outreach

Recruitment involves attracting students to show an interest in one's school or institution. Successful recruitment efforts and outreach utilize good public relations, communications, community outreach, and follow-up. While various forms of media—television, radio, notices in the newspaper, and telephone contacts—increase community awareness of school programs, personal contact brings the best results. Disseminating program schedules, orientation announcements, and brochures can be a valuable marketing strategy.

The following procedures adopted from the Illinois State Board of Education (1991) are suggested to improve recruitment of potential students:

- Have up-to-date recruitment materials ready for distribution at all times.
- Maintain files of all contacts for future reference.
- Seek community volunteers to create a better understanding and mutual respect in the community for the school.
- Establish a feedback system to referral agencies to apprise them of student status.
- Enlist the help of vocational and academic teachers.
- Keep outreach and recruitment activities an ongoing process.
- Establish rapport with community leaders, human services agencies, administrators, schools, or any organization where contact can be made to bring awareness to potential students.
- Distribute flyers/brochures in the community.

Assess incoming students.

Student Assessment

Student assessment refers to gathering evidence, collecting data, transforming data so that it can be interpreted, applying analytical techniques, and analyzing data in terms of alternative explanations (Delworth et al., 1989). High schools use different assessment instruments to determine whether incoming students are academically equipped to be

successful in their program or educational level. Prior to beginning a course, grade/level, or program, school counselors or other staff administer the learning styles, aptitude, career interests, and/or academic assessments to students. Assessment is also required for students to be placed in special education programs. Assessment results can be used in helping incoming students with their learning difficulties, if there are any.

Orientation programs can keep students interested and alleviate anxieties.

Orientation

A strong orientation program is essential in keeping students' interest in the school or program and for alleviating anxieties and concerns. Orientation efforts on high school campuses should target incoming students, traditional and nontraditional students, transfer students, adult students, and all others who make up the increasing diversity of the nation's student population. A series of formal and informal activities are designed to assist students in adjusting from middle school to high school. Open houses, workshops, and seminars featuring a review of school policies and procedures and campus survival tips can be held for orientation purposes. An effective means of making potential students commit to the school is organizing campus or school tours for both parents and students. A comprehensive orientation program includes

- encouraging current students to be school ambassadors by acting as guides and/or demonstrating their skills during scheduled tours of laboratories.
- tapping students to coordinate a hands-on demonstration.
- involving faculty and staff during orientation period.
- inviting industry representatives to talk about career opportunities and also to serve on advisory committees.

Expose students to a wide array of career awareness and exploration activities.

Career Awareness and Exploration

Career awareness and exploration are essential parts of career development. Counselors, teachers, and other student services professionals must collaborate in assisting all students to explore both themselves and career possibilities that will help them decide with awareness what they would want to do at different stages of their lives. The *National Career Development Guidelines* (NOICC, 1989) specify student competencies for all educational levels (i.e., elementary, middle/junior high school, high

school, adult) and are organized according to areas of self-knowledge, educational and occupational exploration, and career planning. The *Guidelines* emphasize the continuity of competencies that must be acquired by students beginning in elementary school through adult life. Clearly, there is a need for students to be exposed to career awareness and exploration activities early (i.e., in elementary school). The following competencies pertaining to career awareness and exploration are adapted from the *National Career Development Guidelines*:

- Knowledge of the importance of and influence of a positive self-concept
- Skills to interact with others
- Awareness and knowledge of the importance of growth and change
- Understanding the relationship of educational achievement and career opportunities
- Awareness and understanding of the relationship between work and learning
- Acquiring the skills to locate, understand, and interpret career information
- Understanding how societal needs and functions influence the nature and structure of work
- Awareness of the importance of personal responsibility and good work habits
- Mastering the skills needed to seek, obtain, maintain, and change jobs
- Acquiring the skills needed to make decisions

Establish a comprehensive career information delivery system.

Nothdurft (1991) (cited in Herr, 1992) suggests that between 7th and 9th grades, possibly earlier, students can begin to explore a wide range of occupations and careers, through site visits, work shadowing, job sampling, and employer visits to schools. Other activities that can enhance student awareness of career opportunities include career fairs and field trips to businesses, industries, and colleges for middle and high school students; and inviting parents into classes to talk about their various occupations at the elementary school level. In addition, to facilitate students' career and self-awareness, counselors and other student services personnel can use various assessment instruments and career information resources. McDaniels and Gysbers (1992) note the emergence of the concept of the career information delivery system (CIDS) that can provide all students

with comprehensive occupational and educational information delivered in an interesting and informative way. To make useful career and educational information available to students, NOICC and the State Occupational Information Coordinating Committees (SOICC) have developed data systems. NOICC and SOICC data systems include the following:

- Occupational Information Systems—computerized databases that contain mechanisms for combining multiple-source occupational and educational data.
- Career Information Delivery Systems—computer-based systems that provide information about occupations and training opportunities. Located at some 15,000 sites across the country, these systems help students match personal characteristics with compatible occupations.

McDaniels and Gysbers (1992) present the following four elements in establishing a comprehensive CIDS:

1. Build on a wide-ranging multimedia approach.
2. Build on wide-ranging locations of systems.
3. Build on a wide-ranging appeal to users.
4. Build on a wide range of sources of career information.

Additional information on career awareness and exploration can be found in the next section, "During Enrollment." Career awareness and exploration are ongoing and must be provided to students before and during their enrollment.

During Enrollment

Schools face the challenge of stabilizing and increasing student retention and, ultimately, of helping them realize their educational and career goals. A team effort among academic advisors, faculty members, counselors, and other student services professionals is critical to guide students in resolving any difficulty or problems that may interfere with their program completion. Ongoing interactions among the various school services components are pivotal in ensuring the smooth transition of students to further education and/or work.

Conduct ongoing student assessment.

Student Assessment

During a student's course of study, the school has to provide ongoing assessment, including diagnostic assessment. Diagnostic assessment is conducted to identify actual or potential behavioral, learning, and psychological problems (Fremont, Seifert, & Wilson, 1977) and to evaluate individual competence (Hunt, 1995). Furthermore, Hunt explains that evaluations may be done for three purposes: (1) certification, (2) assessment of an individual's capabilities for the purpose of improving those capabilities, and (3) group diagnosis. Formal psychological and educational testing, as well as informal assessment, can be used. While informal testing (e.g., achievement tests) is often performed by teachers, student services professionals such as guidance counselors or school psychologists administer formal assessment (e.g., ASVAB, SAT, PSAT, ACT, OASIS). High school students can use study guides for tests they will be taking in conjunction with their future plans. Guthrie, Maxwell, Mosier, Nadaskay, and Vallejos (1990) recommend that the following guides be available and accessible to students:

- ASVAB, *How To Prepare for the Armed Forces Test*, Barrons' Educational Series, Inc.
- *How To Prepare for the SAT*, Barron's Educational Series, Inc.
- *ARCO Preparation for the SAT*, Arco Publishing.
- *ACT, American College Testing Program*, Simon & Schuster, Inc.
- *How To Prepare for the ACT*, Barron's Educational Series, Inc.

In both cases, through formal and informal testing, students benefit from assessment information and the results obtained. Schools need to design assessment programs that utilize both formal and informal techniques. In addition, teachers and student services professionals must work together to collect accurate information to better respond to students' educational or psychological needs. Based on the results of assessment, students experiencing and needing further attention can be referred to other specialists (e.g., special education coordinator, adult education specialist, school psychologist, and educational psychologist).

Academic advising increases student retention.

Academic Advising

Academic advising is the most frequently used strategy to increase student retention (Delworth et al., 1989). While Anderson, Ball, Murphy, and Associates (1975) report that college students require individual attention to persist in their schooling, secondary students will definitely benefit from such attention and assistance. He explains that individual attention can mean (1) affirming students as persons who possess the potential to be successful, (2) dealing with anxiety and patterns of self-defeating behaviors, (3) finding reinforcement of their determination to persist, and (4) clarifying students' reasons for being in school. Trained academic advisors and counselors can assist students by providing them with information about programs and educational opportunities and helping them in the selection of appropriate programs and coursework that are based upon the students' interests, abilities, aptitudes, and other factors. During the students' program or coursework, academic advisors can provide students with interventions to ensure their success. Such intervention strategies can include need-based counseling, study skills enhancement workshops, scheduling assistance, and other solutions to help students complete their program.

Teachers and school officials must work with student services personnel in creating a climate that is conducive to learning, as well as in determining and planning effective programs for students. Brophy (1987) identified the following elements of a successful educational program for students:

- Teach goal setting, performance appraisal, and self-reinforcement skills.
- Help students to recognize linkages between effort and outcome.
- Offer rewards for good or improved performance.
- Call attention to instrumental value of academic activities.
- Apply novelty and variety in planning instruction.
- Include simulation elements that engage students' emotions or allow them to experience events vicariously.
- Model interest in learning and motivation to learn.
- Minimize student performance anxiety during learning activities.
- Project enthusiasm.
- Model task-related thinking and problem solving.

Assist students to identify, select, or reconsider interests, goals, and career majors.

Career Awareness and Exploration

Career awareness and exploration actually begin at a young age—at least informally. Through role models and the media, children often develop stereotypes and wrong conclusions about many careers, limiting their future. Thus, schools must begin assisting young people in their career development when they first enter kindergarten and continue that assistance through every phase of their development into adult life. Students must learn their strengths, aptitudes, and interests and be able to match them to the full range of options. Career education programs in elementary, middle, and high schools should address these needs.

The School-to-Work Opportunities Act of 1994 requires that career exploration (beginning at the earliest possible age, but no later than the 7th grade) be provided to help students in identifying, selecting, or reconsidering their interests, goals, and career majors, including those options that may not be traditional for their gender, race, or ethnicity. Through exploratory activities, students will be able to make clear plans and appropriate decisions about their future careers. Career exploration at the middle grades and high school must help students closely explore those careers that fit their personal and professional interests and abilities (McDaniels & Gysbers, 1992; Schmidt, 1993). A comprehensive CIDS is key to helping students explore and learn about educational and career opportunities. McDaniels and Gysbers (1992), Guthrie et al. (1990), Hoyt and Shylo (1987), and Schmidt (1993) provide a listing and a description of materials and resources that must be included in career information delivery systems. School counselors at all levels should ensure that their curriculum, school services, and special programs provide students with the opportunity to learn about present and future trends and directions of different occupations. (See the discussion on career awareness and exploration under "Pre-Enrollment" for further information.)

Involve school counselors, teachers, parents, and students during individualized career planning.

Career Planning

An essential component of career development, individualized career planning is the cornerstone for making appropriate career, educational, and occupational choices (Cunanan & Maddy-Bernstein, 1995). It is critical to the smooth transition of students from school to work and/or further education. Career planning is a means for students to reflect on and examine

important areas of life development and the value of education to one's future lifestyle and career choices. It is a pivotal step in opening doors to more promising and challenging careers for both the young and adults. The core of the career planning process is the development and implementation of a formal individualized, comprehensive, written career plan. (See the Appendix for a "Sample Individualized Career Plan.") The involvement of school counselors, teachers, parents, and students is essential during the planning process.

Changing interests, preferences, as well as academic achievement of students, influence career change or planning. Students' Individualized Career Plans (ICPs) may need to be updated every year to allow for changes in their career goals or interests. School counselors and trained advisors can assist students in redefining their future educational and/or career plans.

Provide tutoring services to students, including those with learning difficulties.

Tutoring

Schools can assist students with learning difficulties by providing tutoring services. Tutoring is an effective means for the development of skills and the enhancement of self-concept. A tutoring program may focus on the development and/or improvement of academic skills such as reading or mathematics; study skills; or creative skills in the areas of art, drama, or music. In addition, tutoring is a tool for helping students feel good about themselves and about learning (Koskinen & Wilson, 1983). Moore and Poppino (1983) explain that "the purpose of tutoring is to help one or both of the participants succeed in a potentially difficult or challenging situation" (p. 7). There are several sources of tutors from within and outside of the school. In-school recruiting of tutors can be within the student's classroom and from grades above. The former source of in-school recruiting is referred to as peer tutoring. Peer tutoring involves two students of the same age working together for a specific reason (Moore & Poppino, 1983). Peer tutoring can also be described as a "system of instruction in which learners help each other and learn by teaching" (Goodlad & Hirst, 1990, p. 1). Other in-school tutors can be older students helping younger ones. High schools can strengthen their tutoring programs by encouraging capable students to volunteer as tutors. College students, parents, or other professionals in the community, especially retired citizens, can also be recruited as tutors. An

effective tutoring program allows tutors and students to work comfortably together without disrupting the general school routine.

Develop a mentoring program.

Mentoring

Mentoring is a one-to-one relationship of two people where one is usually older and established and the other a student or a novice. Through mentoring, students are able to develop and benefit from a supportive relationship. The mentor is a caring individual, often a professional, who develops an ongoing, one-on-one relationship with someone in need. According to Smink (1990), he or she encourages, listens, gives advice, advocates, acts as a role model, and shares information and experience. A mentor serves as a professional and personal role model who works collaboratively with a student to establish personal, social, and career goals. Mentoring can be an important tool in (1) increasing academic achievement, (2) raising self-esteem, (3) developing good work habits, (4) exploring career options, and (5) keeping students, particularly those at risk of failing or dropping out, in school until graduation. The following steps are recommended by Smink in starting a mentoring program (p. 10):

- *Establish program need.* The focus of a program is determined by the needs of the group of students to be served.
- *Secure school district commitment.* Whether the program is school-, community-, or business-based, the school district, including teachers, guidance counselors, and administrators, must be involved.
- *Identify and select program staff.* Select a coordinator who will head a committee and oversee the daily progress of the program and is available to both mentors and students when problems arise.
- *Refine program goals and objectives.* Set clearcut goals and objectives. For example, if the primary objective of a program is to keep dropout-prone students in school, set goals for improvement in attendance and academic achievement.
- *Develop activities and procedures.* Orientations, workshops, and other group activities should be planned and put on a master calendar. Additionally, establish guidelines for the length and frequency of mentor-student contact.
- *Identify students in need of mentors.* Participation by students in a mentoring program is, in most cases, voluntary. Students may be referred

by teachers, guidance counselors, social workers, the court system, or their parents.

- *Promote program and recruit mentors*. Formal and informal strategies (e.g., flyers, posters, mailings, word of mouth, media announcements) can be used for program promotion and mentor recruitment.
- *Train mentors and students*. Provide training sessions for both mentors and mentees.
- *Manage the mentor and student matching process*. What seems most important for a successful match is the ability of the mentor to empathize with the student, identify his or her needs, and to provide manageable steps to fill those needs.
- *Monitor mentoring process*. Monitoring during the program is accomplished through brief meetings, questionnaires, or telephone calls. This ensures that problems are addressed early, and mismatches are reassigned.
- *Evaluate ongoing and terminated cases*. Evaluation is critical in measuring the success of a program as well as in improving it.
- *Revise program and recycle steps*. Revision of a program should be based on information from mentors, students, and program staff. Revision should be a continuous process.

Job placement programs improve students' job finding skills.

Job Placement

While attending school, students need to hone their skills in obtaining gainful employment. Through job placement programs, students can improve their job finding skills and learn about job opportunities that are available. Based on the students' skills, knowledge, interests, and preferences, student services personnel make job referrals to prospective employers.

Successful job placement programs can match students to identified jobs. Individuals who are matched with appropriate jobs are more likely to succeed than those who are randomly placed. Sarkees-Wircenski and Scott (1995) suggest the following steps in matching students to jobs:

- Contact employers and obtain detailed job information.
- Publicize job openings.
- Compare placement profiles/portfolios with job profiles and select several potential candidates/consumers.

- Meet with placement candidates/consumers and prepare them for job interviews.
- Assist in arranging for interviews and send placement files.
- Follow-up interviews with job placement/work adjustment or additional placement services for rejected candidates. (p. 685)

Job placement/referral services must be provided to all secondary students while in school and also after completing their education to facilitate their smooth transition to the world of work.

Post-Enrollment Services

Post-enrollment services refer to activities that are designed to assist graduates in securing employment in jobs related to the program completed in high school. An important aspect of the smooth transition of students from school to the world of work is establishing a network of potential employers. Services at this level can include job placement, job referrals, and follow-up services.

Quality job placement programs enhance students' transition to employment.

Job Placement

A key indicator of a competent student services delivery system is a successful job placement service. High schools must assist all students, particularly those not bound for postsecondary education, to make the transition from school to employment. The following are criteria for effective job placement of all students, including those with special needs (Sarkees-Wircenski & Scott, 1995):

- Conduct a continuous program of job development, the process of seeking out existing work opportunities or developing them through job creation and job redesign.
- Develop good rapport with potential employers so that they will make contact with the school when job openings become available and become active participants in the placement network with other employers.
- Collect and synthesize accurate information about each placement candidate and each prospective job so that the placement profiles/career portfolios can be prepared and used in job matching.

- Prepare the placement candidate and the prospective employer. Inform the candidate about the entrance requirements, job requirements, and work adjustment behaviors. Inform the employer about the preparation and capabilities of the prospective employee and the placement and follow-up services to be provided.
- Provide support services to the employer and placement candidate. Arrange for the placement interview and send the candidate's records. Follow-up the interview with placement assistance or provide additional training if the candidate is rejected.
- Follow-up with the new employee to smooth the transition from school to work for both employee and employer for a specified period of time. (pp. 687-688)

Two ways to find information about the job market are through published materials and personal contact.

Additionally, job placement personnel have to maintain up-to-date files on community resources and educational and occupational opportunities for use by teachers, parents, and students. The most recent job market information should be available and accessible to students. Warren and Luecking (1989) identified published materials and personal contact as two ways of finding out about the job market. Examples of published materials include

- labor market projections found in publications of the U.S. Department of Labor and its local or state equivalent.
- business directories, magazines, and periodicals.
- advertising material, including the Yellow Pages.
- annual reports and other material from local companies.
- publications produced by the state employment commission, job services, and similar organizations.
- specialized job listings or newsletters produced by local governments, specialized agencies, colleges, universities, hospitals, school systems, or specific industries.
- "Help Wanted" and business sections in local newspapers, shoppers, and trade magazines. (p. 18)

Examples of personal contact that can help in understanding the job market include

- regular association with business people via civic organizations such as Jaycees, Rotary, and Lions Club.

- establishing contact with company personnel directors.
- accepting invitations to speak at local organizations on issues related to employment of all students, including individuals with disabilities.
- volunteering to serve on related boards and committees.
- networking with other employment programs. (p. 19)

Encourage all students to use all resources available through CIDS.

Students or graduates who are able to maximize the various ways of finding job market information are likely to find gainful employment. They should be exposed to various types of information available through CIDS. The types of information that can guide students in making informed decisions (Guthrie et al., 1990; McDaniels & Gysbers, 1992) include

- occupational information for both military and civilian jobs to include training requirements, duties, salary, work environment, projection of employment, and advancement opportunities.
- training information to include universities, community colleges, vocational-technical schools, military, apprenticeships, and on-the-job training.
- job seeking materials related to strategies, résumés, applications, interviews, and advancement.

In addition, publications produced by the federal government related to occupational and labor market information should be made accessible to students (e.g., *Dictionary of Occupational Titles*, *Guide for Occupational Exploration*, *Military Career Paths*, *Occupational Outlook Handbook*). McDaniels and Gysbers (1992) and Guthrie et al. (1990) discuss in detail other resources to be included in the CIDS.

Match job openings with students' qualifications.

Job Referrals

Part of a comprehensive job placement program is job referrals for the institution's or school's students and alumni. Student services professionals (i.e., school counselors, job placement coordinators) must have ongoing contact with potential employers in business, industry, and government to make these future employers aware of the school's placement service if the employers are to list job vacancies there. For the student services professionals coordinating job referrals, it is critical that job openings are matched with the students' qualifications and that needs of industries and

other agencies are met. It is also important to do a follow-up of graduates placed in jobs.

Conduct follow-up of graduates and early school leavers.

Follow-Up Services

A significant feature of tracking students and/or graduates is to conduct follow-up on a regular basis. Follow-up of graduates can be administered six months to a year after graduation, either by mail or phone. A five-year follow-up is also helpful but often difficult to accomplish, given the mobility of our workforce.

Follow-up programs should include information about programs, occupations, and careers of the school's students and alumni. By monitoring graduates, as well as early school leavers, schools can gain valuable information that may be used in evaluating program effectiveness and for program improvement. In addition, Sarkees-Wircenski and Scott (1995) discuss the merits of doing follow-up: (1) helps smooth the transition to regular employment for the successful candidate and helps employers meet productivity demands, (2) immediate follow-up services provided to the rejected candidate can lead to identification of problem areas and appropriate actions to overcome them, (3) helps to assure that program completers do not disappear into the ranks of the labor market or unemployment rolls, and (4) reassures the employers of the placement office's commitment to achieving a satisfactory placement situation.

CHAPTER 4

The Student Services Team: Coordinating Student Services

While all educators must strive to understand the student population today and work to alleviate the multitude of problems apparent in secondary schools, student services professionals are often placed in crisis situations calling for immediate action. If they are to be successful, it is imperative they have the training and sensitivity to maximize their effectiveness. An aggressive professional development program, total collaboration with school and community agencies and businesses, and cooperative working relationships with all school staff are prerequisites to a successful student services program.

Form a team of professionals who specialize in the following areas:
- ***counseling***
- ***job placement***
- ***consulting***
- ***rehabilitation***
- ***assessment***
- ***career planning***
- ***other educational/ career-related functions***

The *student services team* (SST) is a team of professionals who specialize in providing counseling, job placement, consulting, assessment, and other related services to ensure the career educational, social, emotional, intellectual, and healthy development of all students. The SST is a multidisciplinary group of professionals. Typically, an SST consists of the school counselor, social worker, psychologist, nurse, and other related professionals (Schmidt, 1993, 1996), as well as special-education resource teachers, Chapter I teachers, special populations coordinators, assessment specialists, paraprofessionals, and rehabilitation counselors (Tennessee State Department of Education, n.d.). Other school support services personnel who can be included in the team are transition specialists, school-to-work coordinators, multicultural services professionals, tutors, academic advisors, job coaches, and recruitment representatives. While food services, child care, and transportation are considered basic services, they may not require membership on the SST.

The Tennessee State Department of Education (n.d.) has drafted some guidelines designed to assist the members of the SST in performing their responsibilities. Some of the roles and responsibilities of the SST are to

- be skilled and knowledgeable in serving *all* students.
- allocate budget for materials and resources purchased.
- develop a computer network to enter data and obtain information about all students.

- learn the content of specific areas in order to help students with vocabulary, math, science, machine operation, computer hardware and software, and others.
- use career evaluation/assessment results to
  - plan instruction.
  - design support services.
  - provide close follow-up in lab to ensure student success.
  - assist vocational and academic teachers in integrating their curriculum and instructional programs.
- assist students and/or teachers in
  - identifying instructional need on content and laboratory activities.
  - developing work behaviors/attitudes.
  - reviewing interest inventories.
  - making career decisions and selecting programs.
  - modifying materials to meet students' needs.
- provide orientation to the faculty on learning styles surveys and how to modify instruction to complement students' learning styles.
- conduct sharing sessions for teachers to present instructional techniques and methods that have been proven effective in responding to the needs of diverse groups of learners.
- encourage student participation in different cocurricular activities.

Assist students to develop to their fullest potential.

A comprehensive, coordinated school support services program provides opportunities for all secondary students to learn and develop to their fullest potential. Members of a unified team collaborate with one another to make the various components work as one. They strive toward one goal—to prepare every student for success in further education and/or work. The various functions of each unit complement one another, and duplication of services is avoided. As schools aim for comprehensive student services programs, leadership from school administrators and support from faculty, parents, and the community are essential.

Ideally, student services are centrally located or found in areas with good access. A director should coordinate all segments of the program. In addition, commitment and collaboration from among the different student services professionals are essential to organizing and implementing a comprehensive student services system. To effectively implement a

systemwide program, the director or coordinator with the help of the rest of the team will have to work out a plan of action. According to Gysbers and Henderson (1994), the different components of a plan of action include (1) the identification of the tasks to be done, (2) the order in which they must be done, (3) the identification of individual(s) responsible for each of the tasks, (4) the time line for accomplishing tasks, (5) the listing of resources needed, and (6) the identification of the expected output or end product. The team should also devise a contingency or an alternative plan that can be used if and when the original plan of activities fail.

While a successful student services system requires team members to work as a cohesive unit, this is not an easy task. Buchholz and Roth (1987) (cited in Sarkees-Wircenski & Scott, 1995) describe the three essential phases of team development:

Phase 1: Collection of Individuals – At this stage, members tend to be more individual-oriented than team-oriented. It is important that members start defining the purpose of the team, recognizing the skills of other members, and addressing ways in which members can work together as a team.

Phase 2: Groups – During this phase, members begin to form into a group, and a leader usually emerges.

Phase 3: Team – At this point, the team becomes purpose-oriented with members understanding and committing to the goal of the group. All actions and decisions are based on this goal.

Consider various strategies in implementing a comprehensive student services system.

There are various strategies that the SST can use in implementing a comprehensive student services system. Sarkees-Wircenski and Scott (1995) discuss site-based management, teacher support teams, class within class, and the consultation model as mechanisms for delivering student services effectively. Another technique to coordinate at least some of the services is through an advisement system such as the one used by Springdale (Arkansas) High School (SHS) counselors, faculty, and staff. The following describes the Springdale program:

Springdale High School uses an advisement system to coordinate student services.

A teacher advisor system, based on a Career Action Plan (CAP), makes it possible to respond to the career developmental and guidance needs of a large number of SHS students (1,600) and prepare them for the world of work and/or further education. The CAP serves as a guide to assist students and their parents in exploring educational and occupational possibilities by using extensive information about the students. Teacher advisors, trained by counselors, meet monthly with approximately 20 students. The junior high school teachers work with students during their 8th- and 9th-grade years, while senior high school teachers advise them during their 10th- through 12th-grade years. The advisor also meets annually with each student and his or her parent(s) to plan for the following year. Counselors assist advisors throughout this program by providing inservice, offering information and strategies for the meetings, and providing materials. Curriculum units on video with accompanying handouts help the advisors give consistent information to students. The videos were prepared by counselors and are tailored to the educational/employment needs of Northwest Arkansas. Counselors, teacher advisors, parents, students, and other staff make the advisement system work (Maddy-Bernstein & Cunanan, 1995b).

In 1996, the Office of Student Services staff plans to identify barriers and facilitators to implement an effective delivery of a comprehensive student services system. Results from this project will be highlighted in future Office of Student Services' publications.

CHAPTER 5
Summary

Educators have attempted to meet the challenge of teaching the nation's increasingly diverse student population through reforms and initiatives. These changes focused on improving teaching techniques, educational settings, and curriculum without emphasizing services. Indeed, there have been few efforts to provide the coordinated, comprehensive student services that are essential to students' success in school and, ultimately, in life.

The Office of Student Services proposes a student services model drawn from research on career development, special education, programs for at-risk students, and the development of the field of student services in higher education.

An examination of literature indicates that student services is a recognized field or profession at the four year college/university level. While secondary schools offer many services, a clear, coordinated student services model has not emerged. Secondary school educators can learn from the success of student services professionals in colleges and universities in responding to students' needs prior to, during, and at the completion of their high school education. The literature reveals that student services at the high school level are often linked to discussions on the types of leadership secondary administrators provide in making support activities and programs available to students. The literature review yielded a remarkable absence of comprehensive student services systems at the secondary level. In addition, references on student services often center on models for delivering services to students enrolled in special education, services for students considered to be at risk, or models for career development and guidance and counseling services. The background information on career development research, special education programs, and programs for at-risk students, as well as the development of the field of student services in higher education, serve as the foundation for the student services model proposed by the NCRVE's Office of Student Services.

The NCRVE's Office of Student Services defines student services as those services provided by an educational institution to facilitate learning and the smooth transition of students from school to work, the military, and/or further education. The OSS model consists of basic services and various types of assistance that students need during different stages of their school life (i.e., pre-enrollment, enrollment, post-enrollment). The basic services include counseling services, child-care assistance, transportation services,

special accommodations, safety and security services, medical and nursing services, food services, social services, and psychological services. Schools should provide the following essential services to students: recruitment and outreach, student assessment, orientation, and career awareness and exploration prior to school attendance; student assessment, academic advising, career awareness and exploration, career planning, tutoring, mentoring, and job placement/referral while in school; and job placement, job referral, and follow-up/evaluation upon completion of a secondary program.

Finally, an SST, composed of professionals who specialize in providing counseling, consulting, assessment, and other related services to ensure the emotional, educational, social, intellectual, and healthy development of students, is essential to assist all high school students in learning and developing to their fullest potential. A description of the roles and responsibilities of the SST that were adapted from the Tennessee Department of Education is presented. The advisement system used by the Springdale High School in Arkansas is a viable strategy in coordinating student services.

To assist all high school students to successfully transition from school to the workplace and/or further education, there is a need to build a more responsive, proactive, and comprehensive student services system. This document is intended to help student services personnel, administrators, and teachers at the secondary level improve their programs.

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Appendix

Sample Individualized Career Plan

Personal Data

Last Name _____ First Name _____ M.I. _____ Date of Birth _____

Address _____ Student ID Number _____

City _____ State _____ Zip Code _____ Social Security Number _____

Projected Graduation Date _____ Home Phone Number _____

Career/ Educational Goal(s)

9th Grade	10th Grade	11th Grade	12th Grade
Career Goal(s)	*Career Goal(s)*	*Career Goal(s)*	*Career Goal(s)*
_____	_____	_____	_____
_____	_____	_____	_____
Educational Goal(s)	*Educational Goal(s)*	*Educational Goal(s)*	*Educational Goal(s)*
_____	_____	_____	_____
_____	_____	_____	_____

Assessment Data

	Name of Test/Inventory	Date Administered	Results
Achievement	_____	_____	_____
Aptitudes	_____	_____	_____
Vocational	_____	_____	_____
Learning Styles	_____	_____	_____
Career Interests	_____	_____	_____
Other Tests	_____	_____	_____

PSAT: V _____ M _____ ACT Composite Score: _____ Date Taken: _____

Tentative High School Course Plan

9th Grade		10th Grade		11th Grade		12th Grade	
Courses	Credit	Courses	Credit	Courses	Credit	Courses	Credit
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
Total Credits	_____	Total Credits	_____	Total Credits	_____	Total Credits	_____
_____ / _____		_____ / _____		_____ / _____		_____ / _____	
Student's Signature /Date		Student's Signature /Date		Student's Signature /Date		Student's Signature /Date	
Comments: _____		Comments: _____		Comments: _____		Comments: _____	

Interests

Grade	School Activities (clubs, organizations, sports, committees)	Community Activities (clubs, committees, organizations)	Interests/Hobbies
9th	_____	_____	_____
10th	_____	_____	_____
11th	_____	_____	_____
12th	_____	_____	_____

Employment History

Employer & Address	Dates Employed	Type of Work & Responsibilities	Comments

Career Preparation Activities

To Prepare for My Career, I Need To . . .

- ❒ Enroll in a magnet program or Career Center.
  Area of Interest: _____
- ❒ Learn how to market my experiences and abilities (résumé writing, letter of application writing, thank-you letter writing, interview)
- ❒ Pursue an on-the-job training program (Bureau of Apprenticeship, Job Fair, job placement counselor)
  Training Desired: _____
- ❒ Enlist in the military service (ASVAB, ROTC, recruiter visit)
  Area of Interest: _____
- ❒ Attend a trade, technical, or vocational school (vocational college fair, school visits, financial aid)
  Area of Study: _____
  School(s) Considered: _____
  _____
- ❒ Go to work full-time (Job Fair, shadowing, job placement counselor)
  Type of Work: _____
- ❒ Attend a two-year college to prepare for work (articulation agreement(s), vocational college fair, school visits)
  Area of Study: _____
  School(s) Considered: _____
  _____
- ❒ Attend a two-year college and transfer to a four-year college (vocational college fair, school visits, college workshops)
  Area of Study: _____
  School(s) Considered: _____
  _____
- ❒ Enroll in a four-year college (PSAT, ACT, SAT, achievement tests, financial aid application, college fairs)
  Area of Study: _____
  School(s) Considered: _____
  _____

VOCATIONAL TRAINING

Name of Courses/Program

Business Education/Marketing _____
Health Occupations _____
Home Economics _____
Trade and Industrial Occupations _____
Agriculture _____
Before Employment Skills Training (JTPA) _____

FUTURE PLANS (AFTER HIGH SCHOOL)

Employment
- ❒ Full-Time Job
- ❒ Part-Time
- ❒ Military

Education
- ❒ Vocational/Technical Training
- ❒ Apprenticeship
- ❒ On-the-Job Training
- ❒ Community College – 2 year
- ❒ University – 4 year

REFERENCES

Name	Address	Phone